DOCUMENT RESUME

ED 314 556 CE 053 146

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TITLE	Medical Office Receptionist/Assistant. COM-LINK. Competency Based Vocational Curricula with Basic Skills and Academic Linkages.
INSTITUTION	Ocean County Vocational Technical School, Toms River, N.J.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
PUB DATE	Jul 89
NOTE	250p.; For related documents, see CE 053 147-174.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Academic Education; Allied Health Occupations Education; Anatomy; Basic Skills; Business Correspondence; Communication Skills; *Competency Based Education; Human Body; Integrated Curriculum; Mathematics Skills; *Medical Assistants; Medical Case Histories; *Medical Services; Occupational Information; Science Instruction; Secondary Education; *Secretaries

ABSTRACT

This competency-based module uses the Ocean County (New Jersey) Vocational-Technical Schools curriculum-infused model for infusing basic skills instruction into vocational education. The model demonstrates the relationship of vocational skills to communication, mathematics, and science. The document begins with a philosophy statement; preface; a table that explains the number of hours required for academic credit in various programs and the number of those hours that are devoted to basic skills and vocational activities; matrices that show in which courses specific basic skills are taught; a list of objectives; and an explanation of student activities. The rest of the document consists of matrices that describe the relationship of vocational skills to basic skills within the medical office receptionist/assistant program. These pages are organized by instructional unit and the topics within each unit. The following categories accompany each topic and associated task(s): the theories; communication, math, and science skills covered; and the expected student outcomes. Among the 61 units are: safety; career opportunities; professional status, conduct, and ethics; telephone procedures; emergency patients; health insurance; workers' compensation; medical specialties; anatomy; systems of the human body; records management; business correspondence; equipment; financial management; instruments; vital signs; physical examination; medical tests; first aid; interpersonal skills; and job search skills. (KC)

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ED314556

Competency Based Vocational Curricula

COM-LINK

With Basic Skills And Academic Linkages

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In Cooperation With The

New Jersey State Department of Education

Division of Vocational Education

And

Ocean County Vocational-Technical School

CE053146

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PHILOSOPHY OF EDUCATION

The Ocean County Vocational-Technical Education Program should consist of those courses, activities and experiences which are designed to prepare students for a successful entrance in a given field of work. The program should be based upon an analysis of the worker needs of the field of work, the opportunities and requirements for entrance, and the particular characteristics and needs of the students.

We believe that:

The school should educate and train the students to live effectively in our ever-changing world.

The school should provide, for each student, intensive training toward general and specific job objectives, and setting standards of performance in keeping with the requirements of that particular field of work.

All students should evidence the interest, aptitude, and ability to profit from the specialized instruction, and this should be a condition of entrance into or continuance in a given field of work.

Equal attention should be given in the school program to develop sound character, good citizenship, ability to think critically, and maintain good mental and physical health.

The school must be constantly striving to fulfill its ultimate purpose; that of serving the students and the community. The school should give careful consideration to the needs, interests, and capacities of the students and the educational and technical background, experience, training, and professional interest of the professional staff as they develop a working philosophy of education.

PREFACE

The curriculum format employed by this project is competency based and utilizes the Ocean County Vocational-Technical Schools' curriculum infused model for the teaching of basic skills as part of vocational education. The design demonstrates the relationship of vocationally related skills to communication, mathematics and science knowledge. Proficiences with regard to student outcomes cannot be achieved without mastery in related academic areas. All student outcome objectives are predicated upon entry level skills which reflect the dictates of the job marketplace and industry. In addition, basic skills matrices developed by the district are included. The totality of this package is designed to facilitate the vocational teaching process and to enchance the learning experiences of our students.

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

450 hours - 1 year course at O.C.V.T.S.
900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
COMMERCIAL PHOTOGRAPHY & TELEVISION PRODUCTION	900	150	125	80	545
CUSTOM CABINETMAKING	900	130	120	60	590
DENTAL ASSISTING	450	168	65	77	140
DESIGN DRAFTING	900	135	150	165	450
ELECTRICAL TRADES	900	106	120	124	550
FASHION MERCHANDISING	450	200	60	40	150
FOOD SERVICES	900	206	132	125	437
INDUSTRIAL AUTOMATION AND ELECTRONICS	900	129	140	132	499
INTERIOR DESIGN	900	210	130	120	440
LANDSCAPING AND GREENHOUSE TECHNOLOGY	900	125	125	175	475

POTENTIAL OPPORTUNITY FOR AWARDING ACADEMIC CREDITS FOR STUDENTS AT OCEAN COUNTY VOCATIONAL-TECHNICAL SCHOOL

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900 hours - 2 year course at O.C.V.T.S.
1000 hours - 2 year Beauty Culture course

120 hours per year needed for 5 credits
60 hours per year needed for 2½ credits

COURSE	TOTAL HOURS	HOURS SPENT ON COMMUNICATION SKILLS	HOURS SPENT ON COMPUTATION SKILLS	HOURS SPENT ON SCIENCE	TIME ON OCCUPATIONAL ACTIVITIES IN CLASS OR SHOP
MARINE ENGINE AND BOAT SERVICES	900	164	120	125	491
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	450	173	60	77	140
MEDICAL SKILLS AND RELATED HEALTH CAREERS	450	135	65	125	125
MEDICAL SKILLS (ADVANCED)	450	125	60	125	140
PLUMBING AND HEATING	900	140	120	120	520
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	900	125	130	60	585
T.V. AND COMPUTER REPAIR	900	125	150	175	450
WELDING	900	135	120	100	545

COMMUNICATION SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*
CHILD CARE AIDE	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*		*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*

COMMUNICATION SKILLS - CONTINUED

COURSE	Functional Reading Skills	Vocabulary	Identifying Main Ideas	Meanings in Context	Inferences	Fact/Opinion Distinction	Signal Words	Parts of Text-book/Manual	Following Directions	Outlining and Note Taking	Interpretation of Maps, Graphs and Charts	Interpretation of Diagrams	Test Taking Skills	Expository Writing Skills	Problem Solving	Spelling	Oral Communications	Study Skills	Resume Writing	Job Application Skills
DESIGN DRAFTING	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
FOOD SERVICES	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*		*	*			*	*	*	*	*	*	*	*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
WELDING	*	*	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

MATHEMATICS SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. The asterisk indicates that the topic is studied in that curriculum.

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
AIR CONDITIONING, REFRIGERATION AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
AUTO BODY REPAIR	*	*	*	*	*	*	*	*	*	*		*
AUTOMOTIVE MECHANICS	*	*	*	*	*	*	*	*	*			*
AUTOMOTIVE AND DIESEL ENGINE REBUILDING	*	*	*	*	*	*	*	*	*	*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*	*	*	*	*	*	*
BUILDING TRADES	*	*	*	*	*	*	*	*	*	*	*	*
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	*		*	*		*			*			*
CHILD CARE AIDE	*	*	*	*	*	*		*	*	*	*	*
COMMERCIAL ART AND PRINTING CAREERS	*	*	*	*	*	*		*	*	*		*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*	*	*	*	*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	*	*	*	*	*	*	*	*	*	*	*	*
CUSTOM CABINETMAKING	*	*	*	*	*	*	*	*	*	*	*	*
DENTAL ASSISTING	*	*	*	*	*	*		*	*			*

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MATHEMATICS SKILLS - CONTINUED

COURSE	Whole Numbers	Common Fractions	Decimals	Percentages	Weights and Measurements	Ratio and Proportion	Powers and Roots	Formulas	Estimating	Geometry	Basic Trigonometric Functions	Graphs
DESIGN DRAFTING	*	*	*	*	*	*		*	*	*	*	*
ELECTRICAL TRADES	*	*	*	*	*	*	*	*	*	*	*	*
FASHION MERCHANDISING	*	*	*	*	*	*		*	*	*		*
FOOD SERVICES	*	*	*	*	*	*		*	*	*		*
INDUSTRIAL AUTOMATION AND ELECTRONICS	*	*	*	*	*	*		*	*	*	*	*
INTERIOR DESIGN	*	*	*	*	*	*		*	*	*		*
LANDSCAPING AND GREENHOUSE TECHNOLOGY	*	*	*	*	*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE	*	*	*	*	*	*		*			*	*
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	*	*	*	*	*	*	*	*	*	*		*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*	*	*	*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*	*	*	*	*
PLUMBING AND HEATING	*	*	*	*	*	*	*	*	*	*	*	*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	*	*	*	*	*	*	*	*			*	*
T.V. AND COMPUTER REPAIR	*	*	*	*	*	*	*	*		*	*	*
WELDING	*	*	*	*	*	*		*	*	*	*	*

SCIENCE SKILLS

Listed below are all courses offered at the Ocean County Vocational-Technical School. Those listed as "Not Available" do not offer enough hours to qualify for credits in your high school. However, we have noted the skills covered. Those listed with an asterisk after the title are eligible. The asterisk indicates that the topic is studied in that curriculum.

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
AIR CONDITIONING, REFRIGERATION AND HEATING							*	*	*	*	*	*		*	*	*				*	*	
AUTO BODY REPAIR								*	*	*	*	*	*	*	*					*		*
AUTOMOTIVE MECHANICS								*		*	*	*	*	*	*	*				*		
AUTOMOTIVE DIESEL AND ENGINE REBUILDING								*		*	*	*		*	*	*	*			*		*
BEAUTY CULTURE I AND II	*	*	*	*	*	*				*	*	*	*		*	*					*	
BUILDING TRADES							*	*	*	*	*	*	*		*	*		*		*		
BUSINESS RELATIONS - MEDIA/MODELING/TRAVEL	N	* O	* T	* A	V	* A	I	L	A	B	L	E										
CHILD CARE AIDE	*	*	*	*	*	*			*		*	*		*	*			*	*		*	*
COMMERCIAL ART AND PRINTING CAREERS	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*		*	*						*
COMMERCIAL BUILDING CONSTRUCTION (MASONRY)	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*		*		*	*	*
COMMERCIAL PHOTOGRAPHY AND TELEVISION PRODUCTION	N	O	T	A	V	* A	I	* L	A	* B	* L	* E	*		*	*						*
CUSTOM CABINETMAKING	* N	O	T	A	V	A	I	* L	A	* B	* L	* E			*			*				
DENTAL ASSISTING	*	*	*	*	*	*				*	*	*	*								*	*

SCIENCE SKILLS - CONTINUED

	HUMAN ANATOMY						ASTRONOMY			CHEMISTRY			PHYSICS					ECOLOGY				
COURSE	Cellular Theory	Skeletal System	Muscles	System of Body	Diseases	Psychology	Solar System	Gravity	Weather	Matter	Chemical Reactions	Applied Chemistry	Light	Magnetism	Heat	Magnetism and Electricity	Nuclear Energy	Botany	Food Production	Fuels	Nutrition	Waste Disposal
DESIGN DRAFTING							*	*	*	*		*	*		*	*	*			*		*
ELECTRICAL TRADES							*	*	*	*	*		*	*	*	*	*		*			
FASHION MERCHANDISING	*	*	*	*		*		*		*	*	*	*								*	
FOOD SERVICES					*	*		*	*		*	*	*		*				*		*	*
INDUSTRIAL AUTOMATION AND ELECTRONICS								*		*			*	*	*	*	*			*		
INTERIOR DESIGN		*	*			*	*	*	*	*	*	*	*		*	*						
LANDSCAPING AND GREENHOUSE TECHNOLOGY							*	*	*		*	*	*		*	*		*	*	*	*	*
MARINE ENGINE AND BOAT SERVICE								*	*	*	*	*	*	*	*	*		*		*		
MEDICAL OFFICE RECEPTIONIST/ASSISTANT	N	* O	* T	* A	* V	* A	I	L	A	B	* L	E										*
MEDICAL SKILLS AND RELATED HEALTH CAREERS	*	*	*	*	*	*		*		*	*					*			*		*	*
MEDICAL SKILLS (ADVANCED)	*	*	*	*	*	*		*		*	*					*			*		*	*
PLUMBING AND HEATING					*		*	*	*	*	*	*			*	*		*		*		*
RECREATIONAL VEHICLE MAINTENANCE AND REPAIR	N	O	T	A	V	A	I	* L	A	* B	* L	* E	*	*	*	*				*		*
T.V. AND COMPUTER REPAIR										*	*	*	*	*	*	*				*		
WELDING								*		*	*	*	*	*	*	*				*		

COURSE OBJECTIVES

1. To prepare students with entry level skills, abilities and knowledge for employment in the medical office receptionist/assistant field.

2. To present 900 hours of instruction and practice in the medical office receptionist/assistant field in accordance with the course curriculum and skill profile outline.

3. To provide a detailed summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the medical office receptionist/assistant skill profile.

4. To help each student develop positive attitudes and ideals related to their occupation in the medical office receptionist/assistant field and understand their own capabilities and potential.

5. To instill in each student the need to plan for their professional growth through continuous learning in their chosen occupation.

STUDENT ACTIVITIES

All students enrolled in the Ocean County Vocational-Technical School are encouraged to join Vocational Industrial Clubs of America (VICA). Student activities are infused into each program. Each building has a student government and a student activities program separate from VICA. Additionally, students from each center and every class are encouraged to participated in the VICA Leadership and Job Demonstration Contests which begin in the centers and radiate throughout the district as Ocean County Vocational-Technical School inter school winners are chosen.

Student activities emphasize the basic precepts of VICA, as well as the basic tenets of democracy. Within the context, each of our programs teaches the dignity of work, high standards in trade ethics and safety, and a belief in the free enterprise economic system.

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MEDICAL OFFICE RECEPTIONIST/ASSISTANT

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UNIT: SAFETY IN THE MEDICAL OFFICE

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Hazards in the medical office 1. Waiting room 2. Office 3. Examination rooms 4. Storage 5. Laboratory B. Prevention of hazards in the medical office 1. Waiting room 2. Office 3. Examination rooms 4. Storage 5. Laboratory C. Fire drills	A. Functional reading skills B. Following directions C. Outlining D. Note taking E. Study skills		A. Waste disposal B. Chemical reactions	A. The student will be able to name three hazards that may occur in 1. Waiting room 2. Office 3. Examination rooms 4. Storage 5. Laboratory on a written examination B. The student will be able to name three steps to prevent hazards in 1. Waiting room 2. Office 3. Examination rooms 4. Storage 5. Laboratory on a written examination C. The student will be able to explain the importance of fire drills in a medical office on a written examination D. The student will be able to maintain a safe work environment during classroom instruction

UNIT: CAREER OPPORTUNITIES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Define the job of medical assisting 1. Administrative 2. Clinical B. Describe a sample day of a medical assistant	A. Functional reading skills B. Identifying main ideas C. Outlining D. Note taking			The student will be able to 1. Explain the career of a medical assistant on a written examination 2. Compare the duties of an administrative assistant with the duties of a clinical assistant on a written examination 3. Describe a sample day of a medical assistant on a written examination

UNIT: JOB OPPORTUNITIES

TOPIC: JOB SEARCH

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Employment opportunities B. Resume C. Cover letter D. Thank you letter E. Employment agencies F. Classified ads G. Job interview techniques H. Application forms I. Personal advancement	A. Functional reading skills B. Identify main ideas C. Outlining D. Note taking E. Job application skills			The student will be able to 1. Name three job opportunities in a medical environment on a written examination 2. Select three job opportunities in a medical environment from classified section of the newspaper 3. Select medical environment for clinical experience 4. Construct a resume with 100% accuracy 5. Construct a cover letter with 100% accuracy 6. Construct a thank you letter with 100% accuracy 7. Complete an application form during classroom simulation

UNIT: PROFESSIONAL STATUS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Medical affiliation for medical assistants B. Certification requirements C. Advantage of affiliation D. Continuing education	A. Functional reading skills B. Identify main ideas C. Outlining D. Note taking			The student will be able to 1. Explain the importance of the affiliation of American Association of Medical Assistants on a written examination 2. Name the requirements necessary to become a certified medical assistant on a written examination 3. Explain the importance of continuing education through the American Association of Medical Assistants on a written examination

UNIT: CAREER QUALIFICATIONS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Professional attributes B. Appearance C. Personal hygiene D. Oral hygiene E. Components of proper uniform	A. Functional reading skills B. Identify main ideas C. Outlining D. Note taking E. Vocabulary		A. Diseases B. Psychology	The student will be able to 1. Explain the importance of personal hygiene on a written examination 2. Explain the importance of oral hygiene on a written examination 3. Describe the components of a proper uniform on a written examination 4. Demonstrate personal hygiene during clinical experience 5. Demonstrate oral hygiene during clinical experience 6. Wear a proper uniform during clinical experience

UNIT: PROFESSIONAL CONDUCT

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Medicine - profession B. Medical assistant as an agent C. Professional conduct D. Physician - patient relationships E. Assistant patient relationships F. Confidentiality/ professional secrecy G. Related terminology	A. Functional reading skills B. Identify main ideas C. Outlining D. Note taking E. Oral communications F. Vocabulary		Psychology	The student will be able to 1. Describe the conduct required of a medical assistant on a written examination 2. Explain agent on a written examination 3. Demonstrate professional conduct during classroom training and clinical experience 4. Explain confidentiality on a written examination

UNIT: MEDICAL LAW AND ETHICS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Medical ethics/conduct of profession B. Hippocrates, Father of Medicine C. Principles of medical ethics D. Medical assistant/agent E. Medical etiquette F. Medical practice acts G. Licensing requirements H. Reasons for revocation I. Required reports J. Drug enforcement agency K. Continued education L. Physician - Patient relationships 1. Contracts 2. Consents 3. Release of information 4. Privileged communications M. Professional liability N. Malpractice/Negligence O. Related terminology P. Withdrawal of treatment Q. Medical assistants' responsibilities/ safeguards R. Patients' Bill of Rights S. Medical records/Legal documents T. Good Samaritan Act U. Continued education	A. Functional reading skills B. Identify main ideas C. Outlining D. Note taking E. Vocabulary F. Following directions G. Study skills			The student will be able to 1. Explain medical ethics on a written test 2. Explain medical etiquette on a written test 3. Explain the role of a medical assistant on a written test 4. Explain medical practice acts on a written test 5. List the requirements to obtain a medical license on a written test 6. List the reasons for revocation of a medical license on a written test 7. Explain the importance of physicians continuing education on a written test 8. Name two types of contracts in a medical office on a written test 9. Select and write special consent forms during a simulation

UNIT: MEDICAL LAW AND ETHICS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
					10. Select and write release of information during a simulation 11. List the rights of the physician in providing medical care on a written test 12. List the rights of the patient in receiving medical care on a written test 13. Explain malpractice on a written test 14. Explain the proper procedure for terminating the physician - patient contract on a written test 15. Explain the importance of privacy in collecting information from patients on a written test 16. Explain the importance of confidentiality of patient records on a written test

UNIT: MEDICAL LAW AND ETHICS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
					17. Construct neat and accurate records during classroom simulation 18. Name ten safeguards to be employed by a medical assistant to avoid litigation on a written test

UNIT: TELEPHONE PROCEDURES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Telephone procedures	A. Main channel of communication/lifeline B. Rules of the telephone C. Telephone personality D. Telephone etiquette	A. Functional reading skills B. Identify main ideas C. Outlining D. Note taking E. Oral communications		Psychology	The student will be able to 1. List the rules of the telephone on a written test 2. Explain the importance of telephone personality on a written test
II. Recording telephone messages	A. Telephone log B. Telephone message book C. Items of information D. Verifying information	A. Oral communications B. Spelling C. Following directions			The student will be able to 1. Explain the purpose of a telephone log and message book on a written test 2. Write a telephone message with seven items of information during simulations 3. Write a telephone message with moderate skill on performance test

UNIT: TELEPHONE PROCEDURES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Screening telephone calls	A. Physician's expectation B. Efficient medical assistant C. Questioning techniques D. Incoming calls the assistant can process E. Special cases 1. Another physician 2. Difficult caller 3. Emergency calls	A. Oral communications B. Following directions C. Identify main ideas D. Spelling			The student will be able to 1. List four questions that can be used to screen telephone calls on a written test 2. List calls the assistant can process on a written test 3. List calls for the physician on a written test 4. List two options that can be employed to deal with a difficult caller on a written test 5. Screen a telephone call with moderate skill on a performance test

UNIT: TELEPHONE PROCEDURES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
IV. Telephone answering service	A. Medical law requirement B. Commercial services C. Automatic devices D. The medical assistant's responsibility E. Telephone log F. Follow up procedures	A. Oral communication B. Spelling C. Following directions D. Identify main ideas			The student will be able to 1. Name two types of telephone services on a written test 2. Explain the importance of telephone answering service on a written test 3. Explain the importance of a telephone log on a written test 4. Obtain and record telephone messages from answering service during simulation

UNIT: APPOINTMENT CONTROL

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Outlining the appointment book	A. Guidelines for appointment book B. Daily journals/ Week-at-a-glance C. Allotment of time D. Outlining the book E. Double-booking F. Buffer zones G. Permanent record	A. Functional reading skills B. Following directions C. Oral communication D. Note taking	A. Estimating B. Whole numbers C. Common fractions		The student will be able to 1. Compare the daily journal to a week-at-a-glance appointment book on a written test 2. Outline an appointment book with moderate skill on a performance test 3. Outline an appointment book for a given office schedule during simulation
II. Scheduling appointments	A. Doctor's schedule B. Patient's need C. Working time requirements for various appointments D. Common abbreviations used in appointment book E. Reason for appointment F. Urgency of appointment	A. Functional reading skills B. Following directions C. Oral communication D. Spelling E. Note taking F. Identifying main ideas	A. Estimating B. Whole numbers C. Common fractions	Psychology	The student will be able to 1. List working time requirements for three types of appointments on a written test 2. Write the question to be used to determine urgency of appointment on a written test 3. Name three types of appointments in a medical office on a written test

UNIT: APPOINTMENT CONTROL - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Mechanics of scheduling	A. Obtaining patient information B. Type of visit (new patient - revisit) C. Purpose of visit (illness) D. Duration of appointment E. Appointment card F. Verify information F. Confirming new patient appointments	A. Functional reading skills B. Oral communication C. Spelling D. Note taking E. Identify main ideas	A. Estimating B. Whole Numbers C. Common fractions	Psychology	The student will be able to 1. Write three types of appointments during simulation 2. Write a correct medical appointment in the appointment book during a performance test with moderate skill 3. Write an appointment card during simulation 4. Explain the importance of confirming new patient appointments on a written test
IV. Cancelling appointments	A. Importance of maintaining patient treatment B. Offer new appointment C. Schedule new appointment D. Record cancellation in appointment book	A. Functional reading skills B. Oral communication C. Spelling D. Note taking	A. Estimating B. Whole numbers C. Common fractions	Psychology	The student will be able to 1. Select and write a new appointment in the appointment book during classroom simulation 2. Record cancelled appointment in appointment book during classroom simulation 3. Write a cancellation with moderate skill on a performance test

UNIT: EMERGENCY PATIENTS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Remain calm B. Identify patient and patient's symptoms C. Questioning techniques acute/chronic D. Discuss patient's symptoms with doctor E. Office procedure manual F. Good Samaritan Act	A. Oral communication B. Spelling C. Following directions D. Note taking E. Identify main ideas		A. Psychology B. System of body C. Diseases	The student will be able to 1. Explain chronic and acute on a written test 2. Explain the importance of an office procedure manual on a written test 3. Explain the Good Samaritan Act on a written test 4. Explain the importance of discussing emergency with doctor on a written test

UNIT: RECALL SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of recall B. Preventive medicine C. Good business practice D. Provides service to patients E. Telephone technique F. Postcare technique G. Letter technique	A. Oral communication B. Spelling C. Writing skills D. Functional reading skills E. Following directions F. Note taking G. Spelling		Psychology	The student will be able to 1. Explain a recall system on a written test 2. List and explain three types of recall systems on a written test 3. Explain the importance of recall system on a written test 4. Construct a recall letter during classroom simulation

UNIT: REFERRED PATIENTS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Referred patient appointments	A. Definition of a referred patient B. Identification of time requirement of a referred patient appointment C. Identify source of referral D. Importance of thank you note E. Follow up letter by physician from dictation	A. Oral communication B. Spelling C. Note taking D. Writing skills E. Following directions	A. Estimating B. Whole numbers C. Common fractions	Psychology	The student will be able to 1. Schedule an appointment for a referred patient during a simulation 2. Construct and type a letter thanking a physician for the referral during a simulation 3. Construct a referral letter from doctor's dictation during simulation 4. Construct a referral letter with moderate skill on a performance test

UNIT: MEETING THE PATIENTS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Receiving the new patient	A. Public relations person B. Patient-assistant relationship C. First impressions D. Verify patient appointment with appointment book E. New patient registration form F. Handling non-patients G. Difficult patients H. Conversations J. Charge slips	A. Oral communication B. Spelling C. Functional reading skills D. Following directions	A. Estimating B. Whole numbers C. Common fractions	Psychology	The student will be able to 1. Greet a patient with moderate skill on a performance test 2. Complete a new patient registration form during a simulation 3. Construct a new patient record with information received on patient registration form during classroom simulation 4. Explain the topics of conversation discussed with patients on a written test 5. Explain two options that can be used to deal with a difficult patient on a written test

UNIT: HEALTH INSURANCE

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. History of insurance B. Types of insurance coverage C. Insurance terminology D. Identification cards E. Essentials for completing forms F. Universal claim form G. Insurance plans H. Medicare I. Medicaid J. Champus K. Workers' compensation L. Health maintenance organizations M. Procedure codes N. Related terminology	A. Functional reading skills B. Vocabulary C. Outlining D. Note taking			The student will be able to 1. Name two types of insurance coverages on a written test 2. List and explain twelve insurance terms on a written test 3. Explain the importance of reviewing a patient's insurance identification card on a written test 4. Explain the benefits of using a universal claim form on a written test 5. Explain the types of persons covered by the following insurance on a written test a. Medicare b. Medicaid c. Champus 6. Describe when workers' compensation forms must be employed on a written test

UNIT: HEALTH INSURANCE - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Completing a universal claim form	A. Definition of a universal claim form B. Patient information C. Subscriber information D. Supplier information 1. Procedure codes 2. Dates of service 3. Charges for services 4. Payment received 5. Diagnosis 6. Signature 7. Date of submission 8. Processing time 9. Resubmission 10. Denials 11. Appeals	A. Functional reading skills B. Vocabulary C. Following directions D. Spelling	A. Whole numbers B. Common fractions C. Decimals	A. Human anatomy B. Diseases C. Systems of the body	The student will be able to 1. Complete a universal claim form during classroom simulation 2. Complete a universal claim form with moderate skill during a performance test 3. Record date of submission of insurance claim on patient's ledger card

UNIT: WORKMEN'S COMPENSATION

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Department of Labor B. Injury on the job C. Verify information with employer D. Doctor files a report within 48 hours E. Extent of disability F. Progress report G. Carbon copies	A. Functional reading skills B. Outlining C. Note taking		A. Human anatomy B. Skeletal system	The student will be able to 1. Explain workmen's compensation on a written test 2. Explain the importance of the medical assistant verifying information with an employer on a written test 3. Explain the importance of making carbon copies of reports on a written test

UNIT: MEDICAL SPECIALTIES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Medicine as an art B. Medicine as a science of diagnosing C. General practice D. Referrals (Serious - unknown) E. Specialist Board certified F. Types of medical practice G. Various specialties	A. Functional reading skills B. Outlining C. Note taking		A. Human anatomy B. Diseases C. Systems of the body	The student will be able to 1. List and explain twenty medical specialties on a written test 2. Select an employment possibility as a medical assistant based on preference or interest in a general practice or specialty

UNIT: ANATOMICAL DESCRIPTORS AND FUNDAMENTAL BODY STRUCTURE

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of anatomy and physiology B. Terms of anatomical direction C. Body cavities and organs D. Morphology of a cell E. Homeostasis F. Tissues of the body G. Organs of the body H. Systems of the body I. Related vocabulary	A. Functional reading skills B. Vocabulary C. Outlining D. Note taking E. Study skills F. Identify main ideas		A. Cellular theory B. Systems of the body	The student will be able to 1. Explain anatomical direction terms on a written test 2. Name four body cavities on a written test 3. Name major organ(s located in each body cavity 4. Name the regions of the abdomen on a written test 5. Name three parts of a cell on a written test 6. Name four types of body tissues on a written test 7. Explain homestosis on a written test 8. Write and define related terminology on a written test

UNIT: THE NERVOUS SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of the nervous system B. Peripheral nervous system C. Spinal cord D. Central nervous system E. Diagnostic tests F. Diseases and disorders G. Related vocabulary	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. System of the body B. Diseases	The student will be able to 1. Name two main divisions of the nervous system on a written test 2. Name and explain two types of peripheral nerves on a written test 3. Describe the importance of the autonomic nervous system on a written test 4. Name seven diagnostic tests used to identify disorders of the nervous system on a written test 5. Name seven diseases of the nervous system on a written test 6. Write and define related terminology on a written test

UNIT: RECORDS MANAGEMENT

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Filing patient records	A. Define indexing B. Identify four basic filing methods C. Identify proper order of filing within patient record D. Various type of filing equipment E. Active, inactive and closed files F. Retention of medical records	A. Functional reading skills B. Following directions C. Spelling	A. Whole numbers B. Decimals		The student will be able to 1. File patient records alphabetically during a performance test with moderate skill 2. File patient records numerically during a performance test 3. File eighteen patient records alphabetically during classroom simulation 4. File eighteen index cards alphabetically during classroom simulation 5. File fifteen index cards using subject filing method during classroom simulation 6. Explain four types of filing equipment on a written test 7. Explain retention of medical records on a written test 8. Maintain proper order within patient record during classroom simulation

UNIT: OFFICE MAIL

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Processing the mail	A. Categories of mail received in medical office B. Types of mail processed by assistant C. Items of mail for physician D. Personal/Confidential E. Mail classifications F. Postal services G. Vacation mail	A. Functional reading skills B. Following directions C. Outlining D. Note taking	A. Whole numbers B. Common fractions C. Decimals		The student will be able to 1. Sort items received in mail for receptionist and physician on a written test 2. List five mail classifications on a written test 3. Explain the procedure for mail on a written test

UNIT: BUSINESS LETTERS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Preparing business letters	A. Letter styles B. Margins C. Punctuation D. Proofing E. Correcting copy F. Fold letters G. Addressing envelopes H. Related terminology	A. Functional reading skills B. Following directions C. Note taking D. Spelling E. Vocabulary	Whole numbers		The student will be able to 1. Name the five standards of a mailable letter on a written test 2. Describe the difference between a full block and a modified block style letter on a written test 3. Produce a mailable letter from dictation during classroom simulation 4. Produce a mailable letter using a dictation machine during classroom simulation 5. Compose and type a business letter during classroom simulation

UNIT: MEDICAL RECORD

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of medical record B. Reasons for maintaining medical record C. Legal document D. Subjective information E. Objective information F. Related medical abbreviations G. Various forms H. Problem oriented medical record I. Medical reports J. Procedure for making corrections K. Ownership of a medical record	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary			The student will be able to 1. Explain a medical record on a written test 2. Explain the proper procedure to make a correction in a medical record on a written test 3. Explain subjective information on a written test 4. Explain objective information on a written test 5. Explain the importance of accurate medical records on a written test 6. Explain charting on a written test 7. Compare traditional medical record to a problem oriented medical record 8. Explain why medical history forms vary in detail and style on a written test 9. Explain the following items on a written test a. chief complaint b. present illness c. review systems d. family history e. past history

UNIT: OFFICE MANAGEMENT EQUIPMENT

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Operate a calculator	A. Identify a calculator B. Identify parts of a calculator C. State proper finger placement D. Importance of accuracy E. Use of calculator in a medical office	A. Following directions B. Oral communication C. Functional reading skills	A. Whole numbers B. Common fractions C. Decimals D. Percentages	Electricity	The student will be able to 1. Solve addition problems using a calculator on a math test 2. Solve subtraction problems using a calculator on a math test 3. Solve percentage problems using a calculator on a math test 4. Explain the office procedures for which a medical assistant would use an adding machine or calculator on a written test 5. Use a calculator to compute patients bill during a simulation 6. Use a calculator to prove daily log during simulation

UNIT: OFFICE MANAGEMENT EQUIPMENT - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
II. Operate a copy machine	A. Identify a copy machine B. Identify parts of a copy machine C. Uses of a copy machine in a medical office	A. Functional reading skills B. Following directions C. Oral communication	Whole numbers	Electricity	The student will be able to 1. Describe the uses for a copy machine in the medical office on a written test
III. Operate a transcriber	A. Identify a transcriber B. Identify parts of a transcriber C. Uses of a transcriber in a medical office	A. Functional reading skills B. Following directions C. Oral communication	Whole numbers	Electricity	The student will be able to 1. Operate a transcriber with moderate skill on a performance test 2. Describe the uses of a transcriber in the office on a written test
IV. Operate an office computer	A. Identify a computer B. Identify parts of a computer C. Uses of a computer in a medical office D. Related terminology	A. Functional reading skills B. Following directions C. Oral communication D. Vocabulary		Electricity	The student will be able to 1. Operate a computer with moderate skill on a performance test 2. List the advantages of a computer in a medical office on a written test 3. List the advantages of a word processor in a medical office on a written test 4. Operate a computer during simulation

UNIT: FINANCIAL RESPONSIBILITIES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Billing the patient	A. Determining the fee B. Fee schedules C. Discussing the fee D. Arranging for payment E. Cash payment F. Check payments G. Insurance payments H. Fee adjustments I. Contracts (financial) J. Accuracy	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary	A. Whole numbers B. Common fractions C. Decimals D. Percentages	Psychology	The student will be able to 1. Explain the factors that determine a doctor's fee on a written test 2. List three types of payments that can be received in a medical office on a written test 3. Explain four circumstances which may require a fee adjustment on a written test 4. Construct a fee schedule during classroom simulation
II. Recording transactions	A. Income B. Earnings C. Daily log D. Ledger cards E. Related terminology F. One write systems G. Charge slips H. Super bills I. Itemized bills J. Billing methods K. Monthly summaries L. Yearly summary M. Accuracy	A. Functional reading skills B. Outlining C. Note taking D. Following directions E. Vocabulary	A. Whole numbers B. Common fractions C. Decimals D. Percentages		The student will be able to 1. Explain income on a written test 2. Explain earnings on a written test 3. Explain the advantages of a one write system on a written test 4. List three types of billing methods on a written test

UNIT: FINANCIAL RESPONSIBILITIES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
II. Recording transactions - Continued					During a performance test: 5. Prepare a daily log for three days from a given information sheet that includes charges and payments with 100% accuracy 6. Prepare six ledger cards from a given information sheet that includes name of patient, name of responsible party, address, and present balance with 100% accuracy 7. Post the daily log information to the ledger cards with 100% accuracy 8. Type an itemized bill with 100% accuracy 9. Calculate charges on a charge slip with 100% accuracy using a calculator

UNIT: FINANCIAL RESPONSIBILITIES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Collecting procedures	A. Delinquent accounts B. Aging of accounts C. Collection by telephone D. Collection by letter E. Collection agencies F. Collection from estates G. Statue of limitations	A. Functional reading skills B. Outlining C. Note taking D. Following directions E. Vocabulary	A. Whole numbers B. Common fractions C. Decimals D. Percentages	Psychology	The student will be able to 1. Explain aging of accounts on a written test 2. List the advantages of using the telephone as a collection technique on a written test 3. Compose and type a collection letter during classroom simulation 4. Explain the statue of limitations on a written test 5. Explain the proper procedure for handling estate accounts on a written test 6. Compose and type a collection letter during classroom simulation

UNIT: FINANCIAL MANAGEMENT

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Bankbook B. Bank statement C. Types of checking accounts D. One write systems E. Cash register F. Check register G. Deposit H. Deposit record I. Deposit slips J. Endorsements K. Petty cash fund L. Power of attorney M. Overdraft checking N. Payroll records O. Government forms P. Accuracy	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary			The student will be able to 1. Explain the purpose of reconciling a bank statement on a written test 2. List and explain two types of checking accounts used by a physician on a written test 3. Explain the advantage of a one write system on a written test 4. Explain the importance of endorsing a check on a written test 5. Explain the purpose of a petty cash fund on a written test 6. Explain the importance of maintaining a check register on a written test 7. Explain payroll records on a written test 8. Prepare a payroll record with moderate skill on a performance test

UNIT: FINANCIAL MANAGEMENT - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Preparing a check	A. Identify check B. Identify parts of a check C. Check register completion D. Procedure for writing E. Accuracy	A. Functional reading skills B. Vocabulary C. Following directions D. Spelling	A. Whole numbers B. Common fractions C. Decimals		The student will be able to 1. Write ten checks during classroom simulation 2. Construct check register given beginning balance, ten disbursements, and deposits during classroom simulation 3. Write four checks with 100% accuracy on a performance test
II. Prepare a bank deposit slip	A. Identify deposit slip B. Identify parts of deposit slip C. Procedure for completing D. Recording in check register E. Accuracy	A. Functional reading skills B. Vocabulary C. Following directions	A. Whole numbers B. Common fractions C. Percentages		The student will be able to 1. Prepare two bank deposit slips during classroom simulation 2. Prepare a bank deposit slip with 100% accuracy on a performance test

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Reconciling a bank statement	A. Purpose and importance of bank statement B. Cancelled checks C. Outstanding checks D. Deposits E. Deposits in transit F. Service charges G. Procedure for reconciling a bank statement H. Accuracy	A. Functional reading skills B. Following directions C. Vocabulary	A. Whole numbers B. Common fractions C. Decimals		The student will be able to 1. Reconcile a bank statement during class simulation 2. Reconcile a bank statement with 100% accuracy on a performance test
IV. Handling petty cash fund	A. Definition of petty cash B. Purpose C. Vouchers	A. Functional reading skills B. Following directions C. Vocabulary	A. Whole numbers B. Common fractions C. Decimals		The student will be able to 1. Construct six petty cash vouchers during classroom simulation 2. Prepare a check to replenish petty cash fund during classroom simulation 3. Record amount of petty cash check in check register during classroom simulation

UNIT: FINANCIAL MANAGEMENT - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
IV. Preparing salary records	A. Payroll B. Deductions C. Payroll records D. Regular pay E. Overtime F. Gross earnings G. Net pay H. Accumulated earnings	A. Functional reading skills B. Following directions C. Vocabulary D. Interpretation of charts	A. Whole numbers B. Common fractions C. Decimals D. Percentages		The student will be able to 1. Prepare a payroll record form for an employee during classroom simulation 2. Identify deductions using wage bracket tables for a given employee and calculate net pay during classroom simulation 3. Record gross pay deductions and net pay on a payroll record form during classroom simulation

UNIT: THE SENSES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Senses of the body B. Anatomy of the eye C. Diseases and disorders of the eye D. Anatomy of the ear E. Diseases and disorders of the ear F. Anatomy of the nose G. Diseases and disorders of the nose H. Anatomy of the tongue I. Diseases and disorders of the tongue J. Anatomy of the skin K. Diseases and disorders of the skin L. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. Systems of body B. Diseases	The student will be able to 1. List five senses of the human body on a written test 2. Label an illustration of an eye on a written test 3. Describe seven disorders or diseases of the eye on a written test 4. Label an illustration of an ear on a written test 5. Describe six disorders or diseases of the ear on a written test 6. Label an illustration of the nose on a written test 7. Describe three disorders or diseases of the nose on a written test 8. Name four areas of the tongue that discriminate tastes on a written test 9. Describe one disorder or disease of the tongue on a written test

UNIT: THE SENSES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
					10. Explain seven types of touch that can be perceived by skin on a written test 11. Write and define related terminology on a written test

UNIT: INTEGUMENTARY SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of integumentary system B. Structure of skin C. Diseases and disorders D. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. System of body B. Diseases	The student will be able to 1. List five functions of skin on a written test 2. Describe how the skin maintains body temperature on a written test 3. List three layers of skin on a written test 4. Describe eight disorders or diseases of the skin on a written test 5. Write and define related terminology on a written test

UNIT: THE SKELETAL SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of skeletal system B. Long bone C. Structure of bone D. Number of bones E. Functions of skeleton F. Spinal column G. Skull H. Rib cage I. Hands and feet J. Pelvic girdle K. Joints L. Fractures M. Amputation N. Diseases and disorders of the skeletal system O. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. System of body B. Diseases	The student will be able to 1. Name the two sections of the skeleton on a written test 2. Label an illustration of a long bone on a written test 3. List five functions of the skeletal system 4. Name five sections of the verterbral columns on a written test 5. Label an illustration of the rib cage on a written test 6. Name and explain seven types of fractures on a written test 7. Describe thirteen disorders or diseases of the skeletal system 8. Write and define related terminology on a written test

UNIT: THE MUSCULAR SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of muscular system B. Functions of muscles C. Types of muscle tissue D. Action of muscles E. Muscle attachment F. Skeletal muscles G. Disorders and diseases of muscles H. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. Systems of body B. Diseases	The student will be able to 1. Explain how activity of muscles produces heat in the body on a written test 2. Name six functions of skeletal muscles on a written test 3. Explain the terms origin and insertion on a written test 4. Label the major anterior muscles on an illustration on a written test 5. Label the major posterior muscles on an illustration on a written test 6. Describe four disorders or diseases of the muscular system on a written test 7. Write and define related terminology on a written test

UNIT: THE RESPIRATORY SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Function of respiratory system B. Pathway of oxygen C. Respiration D. Muscles of breathing E. Related terminology F. Diagnostic examinations G. Disorders and diseases of the respiratory system	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. System of body B. Diseases	The student will be able to 1. Explain the importance of oxygen to the human body on a written test 2. Explain the function of the following on a written test a. nose b. pharnyx c. epiglottis d. larnyx e. trachea f. bronchus g. bronchiole h. alveolus 3. Explain the process of breathing on a written test 4. Name six diagnostic examinations to assess respiratory problems on a written test 5. Name ten diseases or disorders of the respiratory system on a written test

UNIT: THE RESPIRATORY SYSTEM - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
					6. Label an illustration of a lung on a written test 7. Write and define related terminology on a written test

UNIT: THE CIRCULATORY SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of circulatory system B. Anatomy of heart C. Heart sounds D. Blood vessels E. Pulmonary circulation F. Systemic circulation G. Portal circulation H. Lymphatic system I. Composition of blood J. Diseases and disorders of the heart K. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. Systems of body B. Diseases	The student will be able to 1. List four major parts of the circulatory system on a written test 2. Label an illustration of the heart on a written test 3. Explain the pulmonary circulation on a written test 4. Explain the portal circulation on a written test 5. Explain the systemic circulation on a written test 6. List five types of blood vessels and their purpose on a written test 7. Trace the path of blood through the pulmonary and systemic circulation beginning at the vena cava on a written test 8. List the components of blood and their functions on a written test

UNIT: THE CIRCULATORY SYSTEM - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
					9. Explain the function of the lymphatic system on a written test 10. List six cardio vascular tests on a written test 11. Describe twenty-five diseases or disorders of the heart on a written test 12. Write and define related terminology on a written test

UNIT: THE DIGESTIVE SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of digestive system B. Organs involved in digestion C. Functions of organs involved in digestion D. Diagnostic examinations of digestive system E. Disorders and diseases of digestive system F. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. Systems of body B. Diseases	The student will be able to 1. Explain digestion on a written test 2. List the seven raw materials that is required by the body to promote good health on a written test 3. List the organs of the alimentary tract on a written test 4. Label the organs of digestion on an illustration on a written test 5. Explain peristalis on a written test 6. Describe the function of the stomach on a written test 7. Describe the function of the small intestine on a written test 8. Describe the function of the liver on a written test 9. Describe the function of the pancreas on a written test

UNIT: THE DIGESTIVE SYSTEM - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
					10. Name and explain five sections of the colon on a written test 11. Explain the function of the rectum on a written test 12. Describe six diagnostic examinations of the digestive tract 13. Write and define related terminology on a written test

UNIT: THE URINARY SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of urinary system B. Organs of urinary system C. Functions of urinary system D. Diagnostic examinations of urinary system E. Diseases and disorders of urinary system F. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. Systems of body B. Diseases	The student will be able to 1. Explain three functions of the urinary system 2. Name and describe the functions of four organs of the urinary system 3. Label an illustration of a kidney on a written test 4. Explain the importance of dialysis on a written test 5. List two main categories of diagnostic tests on a written test 6. Describe nine diseases or disorders of the urinary system 7. Write and define related terminology on a written test

UNIT: THE ENDOCRINE SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of endocrine system B. Glands of endocrine system C. Functions of glands D. Hormones E. Hormone adnormalities F. Diagnostic examinations of endocrine system G. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Notetaking F. Spelling G. Study skills		A. Systems of body B. Diseases	The student will be able to 1. Explain the difference between exocrine and endocrine on a written test 2. Describe the types of body functions that are affected by hormones on a written test 3. List the nine glands of the endocrine system and describe their locations on a written test 4. List nine hormone secretion abnormalities on a written test 5. List four diagnostic examinations that are used to confirm disorders or diseases of the endocrine system 6. Write and define related terminology on a written test

UNIT: THE REPRODUCTIVE SYSTEM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of reproductive system B. Female organs of reproduction C. Function of organs D. Male organs of reproduction E. Function of organs F. Diseases and disorders of female reproductive system G. Diseases and disorders of male reproductive system H. Diagnostic tests of female reproductive system I. Diagnostic tests of male reproductive system J. Sexually transmitted diseases K. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		A. Systems of body B. Diseases	A. The student will be able to 1. Name and describe the location of the female sex organs on a written test 2. Name and describe the location of the male sex organs on a written test 3. List the secondary male sex characteristics on a written test 4. Trace the pathway of sperm from production to expulsion on a written test 5. Describe four diseases or disorders of male sex organs on a written test 6. List the nine secondary female sex characteristics on a written test 7. Trace the pathway of an egg from release to implantation on a written test

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
					8. Describe the disorders or diseases of the female reproductive system on a written test 9. Name seven sexually transmitted diseases on a written test 10. Write and define related terminology on a written test

UNIT: INSTRUMENTS USED IN THE MEDICAL PRACTICE

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Diagnostic instruments B. Operating scissors C. Hemostates D. Forceps E. Knife handles F. Blades G. Needle holders H. Stethoscopes I. Nasal and ear instruments J. Curettes K. Larynegeal instruments L. Rectal instruments M. Gynecological instruments N. Genitourinary instruments O. Obstetrical instruments P. Plaster cast instruments Q. Eye instruments R. Cleaning and maintenance of instruments S. Storage of instruments T. Related terminology	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Outlining E. Note taking F. Spelling G. Study skills			A. The student will be able to identify illustrations of instruments on a written test B. The student will be able to describe the purpose of instruments on a written test C. The student will be able to explain the purpose of keeping an inventory of instruments on a written test D. The student will be able to describe the proper method of cleaning instruments made of metal on a written test E. The student will be able to explain the precautions that should be taken in storing instruments on a written test F. The student will be able to write and define related terminology on a written test

UNIT: ASEPSIS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Handwashing B. Growth of micro-organisms C. Disease transmission D. Disease prevention E. Disinfectants and antiseptics F. Sanitation - sterilization (scrubbing articles) G. Autoclaving H. Preparing items for autoclaving I. Related terminology	A. Functional reading skills B. Vocabulary C. Identify main ideas D. Outlining E. Note taking F. Spelling G. Study skills		Diseases	A. The student will be able to name the common pathogens to man on a written test B. The student will be able to describe the growth requirements of microorganisms on a written test C. The student will be able to describe the cycle of infection on a written test D. The student will be able to describe health habits that aid in resisting disease on a written test E. The student will be able to name one disinfectant and one antiseptic used in a medical office on a written test F. The student will be able to explain the purpose of autoclaving on a written test

UNIT: AUTOCLAVE

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Description of autoclave B. Advantages of using autoclave C. Operation of autoclave D. Packaging used for autoclave E. Indicators F. Positioning within autoclave G. Sterilizing time	A. Functional reading skills B. Vocabulary C. Identifying main ideas D. Outlining E. Note taking	Whole numbers	A. Heat B. Diseases C. Electricity	A. The student will be able to explain how an autoclave operates on a written test B. The student will be able to label the parts of an autoclave on a written test C. The student will be able to explain why the autoclave is more effective than other means of sterilization on a written test D. The student will be able to explain how jars or containers should be positioned in the autoclave to ensure sterilization on a written test E. The student will be able to explain why articles are placed in a wrapper before autoclaving on a written test F. The student will be able to explain the importance of indicator tapes on a written test G. The student will be able to describe why the drying cycle is important to sterilization on a written test

UNIT: AUTOCLAVE - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Wrap items for autoclave	A. Wash hands B. Assemble items C. Towel wrap D. Folding procedure E. Label contents F. Date package G. Initial package H. Storage I. Sterility duration J. Envelope type K. Seal L. Label contents M. Date package N. Initial package O. Storage P. Sterility duration	A. Functional reading skills B. Outlining C. Note taking D. Following directions	Whole numbers	Diseases	The student will be able to wrap items for autoclave with moderate skill on a performance test

UNIT: BEGINNING THE DATA BASE

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Preparing medical records	A. Patient registration forms B. Medical history form C. File folder D. Assisting patients E. Private area F. Traditional format G. P.O.M.R. format H. Related terminology	A. Functional reading skills B. Following directions C. Oral communication D. Writing skills E. Vocabulary		A. Diseases B. Psychology C. Systems of the body	A. The student will be able to interview a patient to complete a medical history form during classroom simulation B. The student will be able to describe why patients need assistance completing forms on a written test C. The student will be able to explain why a private area is needed to obtain information on a written test D. The student will be able to list the purpose of a growth chart on a written test

UNIT: BEGINNING THE DATA BASE - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
II. Measure weight of patient	A. Recorded initial visit B. Accuracy essential C. Recorded every visit D. Child's progress E. Importance in adult patient F. Items needed G. Procedure (upright scale) H. Recording information I. Discussion procedure infant balance scale J. Charts of desirable weights K. Growth charts	A. Functional reading skills B. Following directions C. Oral communication D. Writing skills E. Note taking	A. Whole numbers B. Common fractions C. Weights D. Measurements	A. Psychology B. Diseases C. Skeletal system	A. The student will be able to explain why a patient's weight must be recorded at the initial visit on a written test B. The student will be able to explain why it is important to keep accurate records of a patient's weight on a written test C. The student will be able to weigh a patient on an upright scale with moderate skill on a performance test

UNIT: BEGINNING THE DATA BASE - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Measure height of patients	A. Recorded initial visit B. Accuracy essential C. Recorded routinely for infants and children D. Child's progress E. Recorded yearly exam for adults F. Items needed G. Procedure (adult) H. Procedure (child) discussion I. Charts of desirable heights J. Growth charts	A. Functional reading skills B. Following directions C. Oral communication D. Writing skills E. Note taking	A. Whole numbers B. Common fractions C. Measurements	A. Psychology B. Diseases C. Skeletal system	A. The student will be able to explain why a patient's height must be recorded at the initial visit on a written test B. The student will be able to explain why it is important to keep accurate records of patient's height on a written test C. The student will be able to measure a patient on an upright scale with moderate skill on a performance test D. The student will be able to list the purpose of a growth chart on a written test

UNIT: BEGINNING THE DATA BASE - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
IV. Screen visual acuity with Snellen chart	A. Diagnostic screening B. Initial visit C. Snellen chart D. Equipment E. Procedure F. Recording information G. Related terminology	A. Functional reading skills B. Following directions C. Oral communication D. Writing skills E. Note taking	A. Whole numbers B. Common fractions C. Measurements	A. Psychology B. Diseases C. Systems of body	A. The student will be able to measure visual acuity of a patient with moderate skill on a performance test B. The student will be able to describe the types of patients that will require visual acuity screening on a written test
V. Determine color vision acuity	A. Diagnostic screening (color blindness) B. Initial visit C. Ishahara book D. Procedure E. Recording information	A. Functional reading skills B. Following directions C. Oral communication D. Writing skills E. Note taking	Whole numbers	A. Psychology B. Diseases C. Systems of body	The student will be able to determine color vision acuity with moderate skill on a performance test

UNIT: VITAL SIGNS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Vital signs/body functions B. Abbreviations C. Indicate status of patient D. Accuracy in measurement E. Recording findings	A. Functional reading skills B. Vocabulary C. Outlining D. Note taking		A. System of body B. Diseases	The student will be able to name four vital signs and explain the body function that is being measured on a written test

UNIT: VITAL SIGNS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Measure oral temperature with mercury thermometer	A. Definition of temperature B. Normal temperature 1. Oral 2. Rectal 3. Axillary C. Classifications of fevers D. Related terminology E. Thermometer types and designs F. Reading and recording measurements G. Care of thermometers H. Procedure for measuring oral temperature I. Contra indications of oral measurement J. Other methods of measurement	A. Functional reading skills B. Following directions C. Oral communication D. Writing skills E. Note taking	A. Whole numbers B. Decimals C. Measurement	A. Psychology B. Diseases C. System of body	A. The student will be able to explain how temperature is controlled by the body on a written test B. The student will be able to explain the terms febrile and afebrile on a written test C. The student will be able to describe three types of thermometers on a written test D. The student will be able to explain the cleansing and storing of thermometers on a written test E. The student will be able to explain when an oral temperature is contra indicated on a written test G. The student will be able to explain six methods of measuring temperature and give the normal value for each on a written test H. The student will be able to measure an oral temperature with a mercury thermometer with moderate skill on a performance test

UNIT: VITAL SIGNS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
II. Measure a radial pulse	A. Definition of pulse B. Pulse points C. Pulse rate D. Pulse characteristics E. Procedure for measuring radial pulse F. Recording measurement G. Normal values H. Factors that influence rate I. Apical pulse J. Pulse deficit	A. Functional reading skills B. Following directions C. Oral communication D. Writing skills E. Note taking	A. Whole numbers B. Measurements	A. Psychology B. Diseases C. System of body	A. The student will be able to explain pulse on a written test B. The student will be able to name five pulse points on a written test C. The student will be able to name five factors that influence heart rate on a written test D. The student will be able to measure a radial pulse with moderate skill on a performance test E. The student will be able to explain when measuring a radial pulse rate is not appropriate on a written test F. The student will be able to explain pulse deficit and its significance on a written test

UNIT: VITAL SIGNS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Measuring respirations	A. Definition of respiration B. Quality of respiration C. Respiration rate D. Procedure for measuring respiration E. Recording measurement F. Factors that influence rate G. Ceyne-Stokes respiration H. Abnormal breathing patterns I. Normal respirations J. Related terminology	A. Functional reading skills B. Following directions C. Oral communication D. Writing skills E. Note taking F. Vocabulary	A. Whole numbers B. Measurements	A. Psychology B. Diseases C. System of body	A. The student will be able to explain respiration on a written test B. The student will be able to explain four abnormal breathing patterns on a written test C. The student will be able to describe Cheyne-Stokes respiration on a written test D. The student will be able to measure a patient's respirations with moderate skill on a performance test

UNIT: VITAL SIGNS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
IV. Measure a blood pressure	A. Definition of blood pressure B. Maintaining blood pressure C. Normal blood pressure D. Equipment used to obtain a blood pressure E. Procedure for measuring blood pressure F. Related terminology G. Recording blood pressure H. Accuracy	A. Functional reading skills B. Following directions C. Oral communication D. Writing skills E. Note taking	A. Whole numbers B. Measurement	A. Psychology B. Diseases C. System of body	A. The student will be able to explain blood pressure on a written test B. The student will be able to explain how blood pressure is maintained in the body on a written test C. The student will be able to measure a blood pressure and record findings with moderate skill on a performance test D. The student will be able to write the normal blood pressure of an adult on a written test E. The student will be able to explain the terms hypertension and hypotension on a written test

UNIT: THE GENERAL PHYSICAL EXAMINATION

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Methods of examination B. P.O.M.R. C. Subjective/Objective D. Diagnosis E. Related terminology F. Assisting the physician - Assistant's role G. Preparing the patient for examination H. Eye and ear examinations J. Instruments	A. Functional reading skills B. Outlining C. Note taking	Measurement	System of body	A. The student will be able to explain subjective and objective symptoms and give an example of each on a written test B. The student will be able to list five methods of examination performed by a physician on a written test C. The student will be able to explain how to prepare the patient for an examination on a written test D. The student will be able to explain the purpose of an eye irrigation on a written test E. The student will be able to explain the purpose of an ear irrigation on a written test

UNIT: THE GENERAL PHYSICAL EXAMINATION - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Positioning and draping the patient	A. Assistant's responsibility B. Body mechanics C. Examination positions D. Draping placement for examination positions E. Purpose of positions F. Related terminology	A. Functional reading skills B. Vocabulary C. Outlining D. Note taking E. Following directions F. Oral communication		A. Systems of body B. Psychology C. Muscles	A. The student will be able to explain why a drape is used when positioning a patient on a written test B. The student will be able to list ten positions and describe the positions on a written test C. The student will be able to explain the purpose of ten positions on a written test D. The student will be able to demonstrate the correct method of positioning and draping patients for the following positions with moderate skill on a performance test 1. Horizontal and dorsal recumbent 2. Prone position 3. Sim's position 4. Knee-chest position 5. Semi-fowler's position 6. Lithotomy position

UNIT: THE MICROSCOPE

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Assistant's responsibility B. Parts of microscope C. Function of each part of the microscope D. Related terminology E. Operation of microscope F. Cleaning the microscope G. Storing the microscope H. Carrying a microscope	A. Functional reading skills B. Vocabulary C. Outlining D. Note taking E. Following directions	A. Whole numbers B. Powers	System of body	A. The student will be able to explain the purpose of the microscope in a medical office on a written test B. The student will be able to label an illustration of the parts of a microscope on a written test C. The student will be able to explain the terms binocular and monocular microscope on a written test D. The student will be able to demonstrate use of a microscope with moderate skill on a performance test

UNIT: CAPILLARY BLOOD TESTS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Perform skin puncture with sterile lancet	A. Capillary blood tests B. Assistant's responsibility C. Equipment D. Skin puncture sites E. Procedure F. Related terminology G. Laboratory procedure manual H. Labeling specimens I. Normal values J. Abnormal values (red pen) K. Informing physician L. Filing in patient's record	A. Functional reading skills B. Vocabulary C. Outlining D. Note taking E. Following directions F. Oral communication	A. Whole numbers B. Fractions	A. Psychology B. Diseases C. System of body D. Waste disposal	A. The student will be able to explain why skin puncture is performed to obtain capillary blood samples on a written test B. The student will be able to explain the importance of a laboratory procedure manual as a reference tool on a written test C. The student will be able to explain the importance of properly labeling specimens on a written test D. The student will be able to explain the importance of showing the doctor the results of any tests before filing in a patient's chart on a written test E. The student will be able to perform a skin puncture with sterile lancet with moderate skill on a performance test

UNIT: CAPILLARY BLOOD TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
II. Obtain blood for PKU test	A. Definition of phenylkentonuria B. Screening test (PKU) C. Required by law D. Neonates E. Related terminology F. Equipment G. Procedure H. Health Department form I. Doctor informed J. Filed in chart	A. Functional reading skills B. Vocabulary C. Outlining D. Note taking E. Following directions		A. Systems of body B. Diseases	A. The student will be able to explain why PKU tests must be performed on a written test B. The student will be able to explain phenylkentonuria on a written test C. The student will be able to obtain blood for a PKU test with moderate skill on a performance test
III. Operate a hemoglobinometer and determine hemoglobin	A. Definition of hemoglobin B. Screening test C. Normal ranges D. Related terminology and abbreviations E. Equipment F. Inform patient of procedure G. Procedure H. Recording results I. Informing physician J. Filed in chart	A. Functional reading skills B. Vocabulary C. Outlining D. Note taking E. Following directions	A. Whole numbers B. Fractions C. Decimals	A. Psychology B. Diseases C. Systems of body D. Waste disposal	A. The student will be able to explain hemoglobin on a written test B. The student will be able to name the equipment that is used to determine hemoglobin on a written test C. The student will be able to determine hemoglobin using a hemoglobinmeter with moderate skill on a performance test

UNIT: CAPILLARY BLOOD TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
IV. Determine a hematocrit	A. Definition of hematocrit B. Screening test C. Normal ranges D. Related terminology and abbreviations E. Equipment F. Inform patient of procedure G. Procedure H. Recording results I. Informing physician J. File in chart	A. Functional reading skills B. Vocabulary C. Outlining D. Note taking E. Following directions	A. Whole numbers B. Fractions C. Decimals	A. Psychology B. Disease C. Systems of body D. Waste disposal	A. The student will be able to explain hematocrit on a written test B. The student will be able to name the equipment that is necessary to perform a hematocrit on a written test C. The student will be able to explain the procedure of determining a hematocrit on a written test D. The student will be able to determine hematocrit using a microhematocrit centrifuge with moderate skill on a performance test

UNIT: CAPILLARY BLOOD TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
V. Perform a blood glucose screening test	A. Definition of glucose sugar B. Screening test C. Normal ranges D. Related terminology E. Informing patient of procedure F. Equipment G. Procedure H. Recording results I. Informing physician J. File in chart	A. Functional reading skills B. Following directions C. Oral communication D. Spelling	A. Whole numbers B. Fractions C. Decimals	A. Systems of body B. Diseases C. Chemical reactions D. Psychology E. Waste disposal	A. The student will be able to explain blood sugar level on a written test B. The student will be able to name the equipment necessary to perform a blood sugar level on a written test C. The student will be able to explain the procedure to determine a blood sugar level using reagent strips on a written test D. The student will be able to perform a blood sugar level using reagent strips and necessary equipment with moderate skill during a performance test

UNIT: CAPILLARY BLOOD TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
VI. Red blood cell count (manual)	A. Definition of red blood cell count B. Function of red blood cells C. Normal range of red blood cells 1. Male 2. Female D. Equipment E. Informing patient of procedure F. Procedure G. Recording results H. Cleaning equipment I. Wash hands J. Informing physician K. File in chart	A. Functional reading skills B. Following directions C. Oral communication D. Spelling	Whole numbers	A. Systems of body B. Diseases C. Psychology D. Chemical reactions E. Waste disposal	A. The student will be able to explain a red blood cell count on a written test B. The student will be able to name the equipment necessary to perform a red blood cell count on a written test C. The student will be able to explain the procedure to perform a red blood cell count on a written test D. The student will be able to perform a red blood cell count using the necessary equipment with moderate skill on a performance test

UNIT: CAPILLARY BLOOD TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
VII. White blood cell count (manual)	A. Definition of white blood cell count B. Function of white blood cells C. Normal range of white blood cells 1. Male 2. Female D. Equipment E. Informing patient of procedure F. Procedure G. Recording results H. Cleaning equipment I. Wash hands J. Informing physician K. File in chart	A. Functional reading skills B. Following directions C. Oral communication D. Spelling	Whole numbers	A. System of body B. Diseases C. Psychology D. Chemical reactions	A. The student will be able to explain a white blood cell count on a written test B. The student will be able to name the equipment necessary to perform a white blood cell count on a written test C. The student will be able to explain the procedure to perform a white blood cell count on a written test D. The student will be able to perform a white blood cell count using the necessary equipment with moderate skill during a performance test

UNIT: VENOUS BLOOD TESTS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of venous blood tests B. Purpose of venous blood tests C. Define whole blood D. Define serum E. Methods 1. Syringe method 2. Vacuum method F. Color coded vacuum tube G. Blood smear H. Erythrocyte sedimentation rate I. Veins of the arm J. Related terminology	A. Functional reading skills B. Following directions C. Outlining and note taking D. Vocabulary		A. Skeletal system B. System of body C. Diseases D. Psychology	A. The student will be able to explain two methods of venipuncture on a written test B. The student will be able to write and define related terminology C. The student will be able to list different color blood specimen tubes and what they stand for on a written test D. The student will be able to name the veins of the arm on a written test

UNIT: VENOUS BLOOD TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Obtain venous blood with needle and syringe	A. Equipment B. Informing patient of procedure C. Procedure 1. Syringe 2. Needle D. Labeling the specimen E. Cleaning the equipment F. Disposal of needles G. Bandage puncture site H. Wash hands	A. Functional reading skills B. Following directions C. Oral communication D. Spelling	Whole numbers	A. Skeletal system B. Diseases C. Psychology D. Chemical reactions E. Waste disposal	A. The student will be able to name the equipment needed to perform a venipuncture using the syringe and needle method on a written test B. The student will be able to explain the importance of labeling specimens on a written test C. The student will be able to explain why mixing the blood with anti-coagulants is necessary on a written test D. The student will be able to perform a venipuncture using the syringe and needle method with moderate skill on a performance test E. The student will be able to explain the importance of proper disposal of needles on a written test

UNIT: VENOUS BLOOD TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
II. Obtain venous blood, vacuum method	A. Equipment B. Informing patient of procedure C. Procedure - vacuum method D. Labeling the specimen E. Cleaning the equipment F. Disposal of needles G. Bandage puncture site H. Wash hands	A. Functional reading skills B. Following directions C. Oral communication D. Spelling	Whole numbers	A. Skeletal systems B. Diseases C. Psychology D. Chemical reactions E. Waste disposal	A. The student will be able to name the equipment needed to perform a venipuncture using the vacuum tube method on a written test B. The student will be able to explain the importance of labeling specimens on a written test C. The student will be able to list the different color blood specimen tubes and what they stand for on a written test D. The student will be able to perform a venipuncture using the vacuum tube method with moderate skill on a performance test E. The student will be able to explain the importance of proper disposal of needles on a written test F. The student will be able to explain why mixing the blood with anti-coagulants is necessary on a written test

UNIT: VENOUS BLOOD TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Make a blood smear for differential count	A. Definition of blood smear B. Purpose of blood smear Diagnostic value C. Equipment D. Procedure 1. Skin puncture 2. Veni puncture E. Labeling specimen for lab F. Types of cells found in smears (normal cells) G. Discard disposables H. Wash hands	A. Functional reading skills B. Following directions C. Oral communication D. Spelling	Whole numbers	A. Skeletal system B. Diseases C. Psychology D. Waste disposal	A. The student will be able to name the equipment needed to make a blood smear for differential count on a written test B. The student will be able to list the types of cells found in smears on a written test C. The student will be able to explain the importance of labeling the smear on a written test D. The student will be able to make a blood smear for a differential count with moderate skill on a performance test

UNIT: VENOUS BLOOD TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
IV. Complete an ESR (Erythrocyte Sedimentation Rate) using the Wintrobe method	A. Definition of ESR B. Purpose of blood smear Diagnostic value C. Equipment D. Procedure - wintrobe method E. Labeling specimen F. Normal ranges G. Reading the tube H. Recording the results I. Discard the disposables J. Wash hands	A. Functional reading skills B. Following directions C. Oral communication D. Spelling	Whole numbers	A. Skeletal system B. Diseases B. Waste disposal	A. The student will be able to name the equipment needed to complete and ESR on a written test B. The student will be able to explain the importance of labeling the specimen on a written test C. The student will be able to complete an ESR with moderate skill on a performance test D. The student will be able to explain the importance of discarding the disposables on a written test

UNIT: SPECIMEN COLLECTION

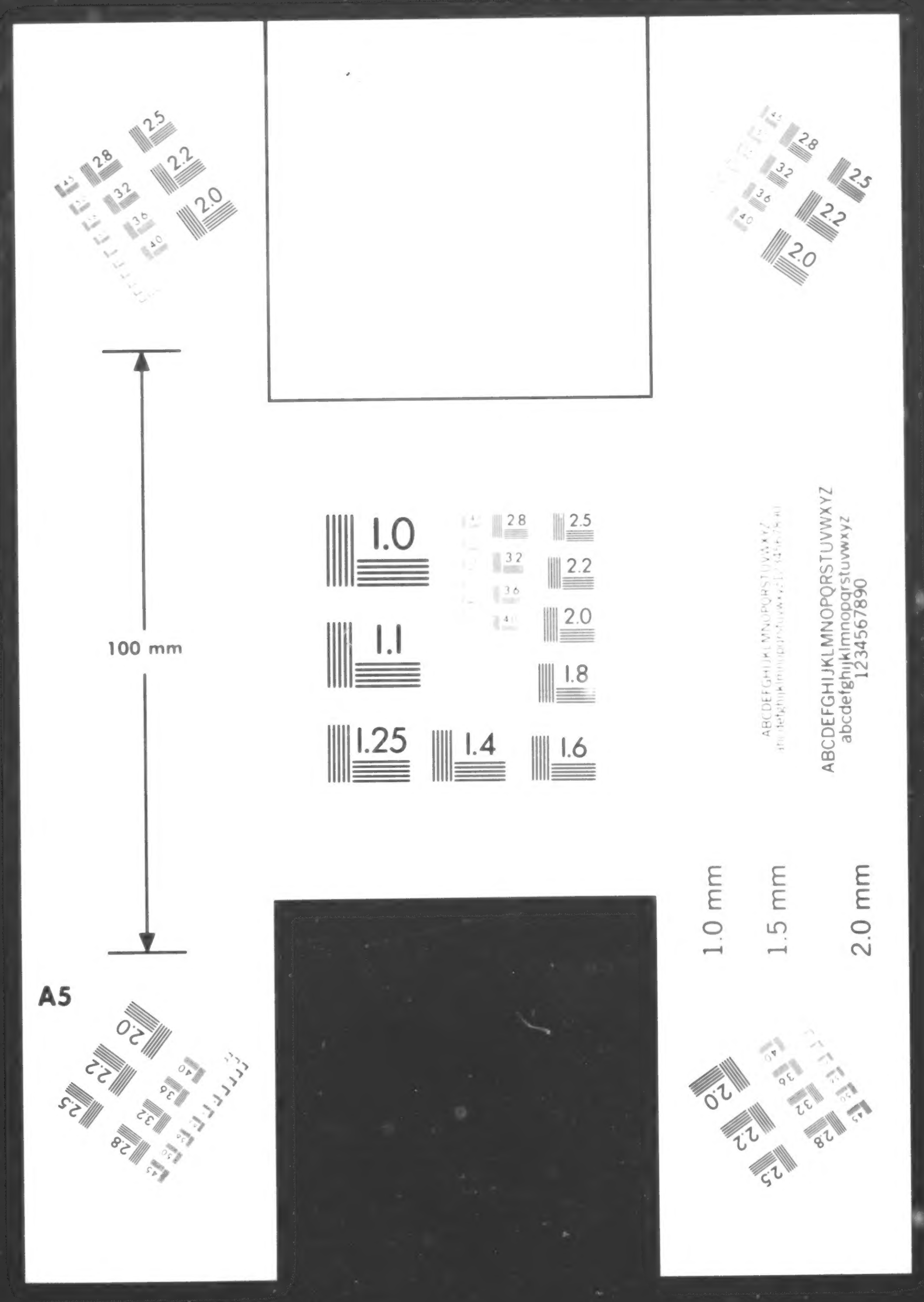
TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Collecting specimens of other body fluids B. Instructions to patients C. Pertinent information (name, date, etc.) D. Lab request form E. Proper containers F. Refrigeration of specimens G. Related terminology	A. Functional reading skills B. Oral communication C. Outlining D. Note taking E. Vocabulary	Whole numbers	A. Skeletal systems B. System of body C. Diseases D. Psychology	A. The student will be able to list the standard information that should accompany each specimen on a written test B. The student will be able to write and define related terminology C. The student will be able to list three specimens most often collected on a written test D. The student will be able to explain the importance of refrigerating specimens on a written test

UNIT: SPECIMEN COLLECTION - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Perform routine urinalysis	A. Method of urine collection B. Instructing patients in urine collection C. Various specimen containers D. Labeling containers E. Parts of a complete urinalysis F. Equipment needed G. Procedure for analyzing urine 1. Physical 2. Chemical 3. Microscopic H. Record results I. Clean equipment J. Discard disposable items K. Wash hands L. Related terminology	A. Oral communication B. Functional reading skills C. Spelling D. Vocabulary	Whole numbers	A. Psychology B. Muscles C. System of body D. Chemical reactions E. Waste disposal F. Gravity	A. The student will be able to explain four methods of uring collection on a written test B. The student will be able to write and define related terminology on a written test C. The student will be able to explain three methods of examining urine on a written test D. The student will be able to name the most concentrated urine on a written test E. The student will be able to explain when catherization is performed on a written test F. The student will be able to determine the specific gravity of urine with moderate skill on a performance test G. The student will be able to name the equipment used to determine specific gravity on a written test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UNIT: SPECIMEN COLLECTION - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Perform routine urinalysis - continued					H. The student will be able to determine the PH, protein, glucose, ketones, blood, bilirubin and urobilinogen of urine with moderate skill on a performance test I. The student will be able to determine glucose content of urine with clinitest tablet with moderate skill on a performance test J. The student will be able to examine urine sediment with moderate skill on a performance test
II. Instruct patients to collect sputum specimens	A. Definition of sputum specimen B. Diagnostic value C. Patient instructions D. Pertinent information (name, date, etc.) E. Equipment F. Lab request form G. Refrigeration	A. Functional reading skills B. Following directions C. Oral communication D. Spelling	Whole numbers	A. Psychology B. Skeletal system C. Muscles D. System of body E. Diseases	A. The student will be able to explain the purpose of sputum analysis on a written test B. The student will be able to explain what is meant by a productive cough on a written test C. The student will be able to instruct a patient to collect a sputum specimen with moderate skill on a performance test

UNIT: SPECIMEN COLLECTION - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Instruct patient to collect stool specimen	A. Definition of stool specimen B. Diagnostic value C. Patient instructions D. Pertinent information (name, date, etc.) E. Equipment F. Lab request form G. Refrigeration	A. Functional reading skills B. Following directions C. Oral communication D. Spelling	Whole numbers	A. Psychology B. Skeletal system C. Muscles D. Systems of body E. Diseases	A. The student will be able to explain the purpose of stool analysis on a written test B. The student will be able to instruct a patient to collect a stool specimen with moderate skill during a performance test

UNIT: BACTERIAL SMEARS AND CULTURES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Purpose of smears B. Sample exudates 1. Throat 2. Eye 3. Nose C. Equipment D. Procedures E. Identifying microorganism F. Assistant's role G. Related terminology H. Purpose of cultures I. Equipment J. Procedures K. Labeling specimens L. Discard disposables	A. Functional reading skills B. Following directions C. Outlining D. Note taking		A. Psychology B. Skeletal system C. Muscles D. System of body E. Diseases F. Waste disposal	A. The student will be able to explain where sample exudates can be obtained on a written test B. The student will be able to explain how to heat fix a bacteriological smear for staining on a written test C. The student will be able to explain the purpose of bacterial smears on a written test D. The student will be able to explain the purpose of culturing on a written test E. The student will be able to name the diseases caused by Gram positive bacteria on a written test F. The student will be able to name the diseases caused by Gram negative bacteria on a written test

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Obtain a throat culture	A. Isolation of disease causing organism B. Effective treatment for patient C. Equipment D. Procedure for obtaining culture E. Explaining procedure to patient F. Labeling specimen G. Discard disposables H. Wash hands I. Related terminology	A. Following directions B. Oral communication C. Vocabulary	Whole numbers	A. Skeletal system B. Muscles C. System of body D. Diseases E. Psychology F. Waste disposal	A. The student will be able to obtain a throat culture with moderate skill on a performance test B. The student will be able to explain the procedure to streak an agar plate on a written test C. The student will be able to write and define related terminology on a written test
II. Prepare a bacteriological smear	A. Identification of disease causing organism B. Effective treatment for patient C. Equipment D. Procedure for preparing smear E. Explaining procedure to patient F. Labeling specimen G. Discard disposables H. Wash hands	A. Following directions B. Oral communication	Whole numbers	A. Skeletal system B. Muscles C. System of body D. Diseases E. Psychology F. Waste disposal	A. The student will be able to prepare a bacteriological smear with moderate skill on a performance test B. The student will be able to explain the procedure for heat fixing a slide on a written test

UNIT: BACTERIAL SMEARS AND CULTURES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Prepare a gram stain	A. Identification of disease causing organism B. Effective treatment for patient C. Equipment D. Procedure for preparing a gram stain E. Labeling specimen F. Discard disposables G. Wash hands	Following directions	Whole numbers	A. Skeletal system B. Muscles C. System of body D. Diseases E. Psychology F. Waste disposal	A. The student will be able to prepare a gram stain with moderate skill on a performance test B. The student will be able to explain the gram stain procedure on a written test

UNIT: DIAGNOSTIC TESTS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Identify three types of allergy tests B. State purpose of each allergy test C. Identify a pap test D. State purpose of pap test E. Identify hemoccult test F. State purpose of hemoccult test F. Identify a vital capacity test G. State purpose of vital capacity test H. Related terminology	A. Outlining B. Note taking C. Functional reading skills D. Vocabulary		A. System of body B. Diseases	A. The student will be able to name three types of allergy tests on a written test B. The student will be able to explain three types of allergy tests on a written test C. The student will be able to state the purpose of an allergy test on a written test D. The student will be able to explain a pap test on a written test E. The student will be able to state the purpose of a pap test on a written test F. The student will be able to explain a hemoccult test on a written test G. The student will be able to state the purpose of a hemoccult test on a written test H. The student will be able to explain a vital capacity test on a written test I. The student will be able to state the purpose of a vital capacity test on a written test J. The student will be able to write and define related termin-

UNIT: DIAGNOSTIC TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Perform a scratch test	A. Equipment B. Informing patient of procedure C. Procedure D. Recording results E. Wash hands F. Informing physician G. File in chart	A. Following directions B. Oral communication	A. Whole numbers B. Proportions	A. Skeletal system B. Muscles C. Psychology D. Chemical reactions E. Diseases F. Waste disposal	A. The student will be able to perform a scratch test with moderate skill on a performance test B. The student will be able to explain the procedure of a scratch test on a written test
II. Apply a patch test	A. Equipment B. Informing patient of procedure C. Procedure D. Recording results E. Wash hands F. Informing physician G. File in chart	A. Following directions B. Oral communication		A. Skeletal system B. Muscles C. Psychology D. Chemical reactions E. Diseases F. Waste disposal	A. The student will be able to perform a patch test with moderate skill on a performance test B. The student will be able to explain the procedure of a patch test on a written test

UNIT: DIAGNOSTIC TESTS - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Assist with a gynecological exam and pap test	A. Purpose of exam B. Equipment C. Informing patient of procedure D. Preparing patient for examination E. Assisting procedure F. Prepare specimen for lab	A. Following directions B. Oral communications		A. Skeletal system B. System of body C. Muscles D. Psychology E. Waste disposal F. Diseases	A. The student will be able to demonstrate assisting in a gynecological examination during a performance test with moderate skill B. The student will be able to prepare items for a pap test with moderate skill during a performance test
IV. Perform a hemoccult test	A. Purpose of exam B. Equipment C. Procedure D. Recording results E. Wash hands F. Informing physician G. File in chart	A. Following directions B. Oral communications		A. Diseases B. Psychology C. System of body D. Waste disposal	The student will be able to perform a hemoccult test with moderate skill during a performance test
V. Assist with a sigmiodoscopy	A. Definition of sigmoidoscopy B. Purpose of exam C. Equipment D. Patient preparation E. Assisting procedure	A. Following directions B. Oral communications		A. Skeletal system B. Muscles C. System of body D. Diseases E. Psychology F. Waste disposal	The student will be able to assist with a sigmoidoscopy with moderate skill during a performance test

UNIT: RADIOLOGICAL STUDIES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Define roentgen rays B. Purpose of studies C. Various studies D. Patient instructions E. Assistant's role F. Related terminology	A. Functional reading skills B. Outlining C. Note taking D. Oral communication E. Vocabulary		A. Skeletal system B. System of body C. Diseases D. Waste disposal	A. The student will be able to name six radiological studies on a written test B. The student will be able to explain the purpose of six radiological studies on a written test C. The student will be able to explain the assistant's role regarding instructions on a written test D. The student will be able to write and define related terminology on a written test

UNIT: ELECTROCARDIOGRAM

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Definition of EKG B. Purpose of obtaining C. Electrical conductor system of the heart D. Mounting EKG's E. Related terminology F. Various types of EKG's	A. Functional reading skills B. Outlining C. Note taking		A. Skeletal system B. System of body C. Diseases D. Electricity	A. The student will be able to write and define related terminology on a written test B. The student will be able to explain the reasons for performing an EKG on a written test C. The student will be able to explain the reason for mounting an EKG on a written test D. The student will be able to explain the electrical conduction system of the heart on a written test
I. Obtain a standard 12-lead EKG	A. Equipment B. Preparing patient for examination C. Procedure D. Present EKG to physician E. Mount EKG F. Attach EKG to patient's heart	A. Following directions B. Oral communication	A. Whole numbers B. Graphs C. Measurements	A. Skeletal system B. Muscles C. System of body D. Diseases E. Psychology F. Electricity G. Waste disposal	The student will be able to obtain a standard 12-lead EKG with moderate skill during a performance test

UNIT: MINOR SURGICAL PROCEDURES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Identification of minor surgery procedures B. Patient instruction C. Consent forms D. Preparing the skin E. Assistant's role F. Equipment G. Related terminology H. Sterile gloves	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary		A. Skeletal system B. Muscles C. System of body D. Diseases E. Waste disposal	A. The student will be able to list seven minor surgical procedures on a written test B. The student will be able to explain the purpose of skin preparation on a written test C. The student will be able to list the items necessary in a set up for most minor surgical procedures on a written test D. The student will be able to explain the importance of completing a consent form on a written test E. The student will be able to write and define related terminology on a written test

UNIT: MINOR SURGICAL PROCEDURES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Prepare skin for minor surgery	A. Purpose of preparation B. Equipment C. Explaining the procedure to patient D. Preparing the patient E. Procedure	A. Following instructions B. Oral communications		A. Diseases B. Psychology C. Waste disposal	The student will be able to prepare skin for minor surgery with moderate skill during a performance test
II. Put on sterile gloves	A. Purpose of sterile gloves B. Surgical scrub C. Procedure	A. Following instructions B. Oral communications		A. Diseases B. Psychology C. Waste disposal	The student will be able to put on sterile gloves with moderate skill during a performance test

UNIT: PRESCRIBING, PREPARING AND ADMINISTERING MEDICATION

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Pharmaceutical references B. Methods of administering medications C. Categories of medications D. Related terminology E. Drug Enforcement Agency F. Recording medications G. Storing medications H. Weights and measurements I. Types of oral medications J. Accuracy in administering medications K. Disposal of syringes	A. Functional reading skills B. Outlining C. Note taking	A. Whole numbers B. Weights and measurements	A. Waste disposal B. Diseases	A. The student will be able to explain Physicians' Desk Reference on a written test B. The student will be able to write and define related terminology C. The student will be able to name the methods of administering medications on a written test D. The student will be able to explain the Drug Enforcement agency on a written test E. The student will be able to explain the importance of proper storage of medications on a written test F. The student will be able to explain the importance of accuracy in administering a medication on a written test

UNIT: PRESCRIBING, PREPARING AND ADMINISTERING MEDICATION - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
I. Write a prescription	A. Definition of a prescription B. Parts of a prescription C. Abbreviations used in prescription writing	A. Following directions B. Functional reading skills	Weights and measurements	Diseases	The student will be able to write a prescription with skill during a performance test
II. Obtain and administer oral medication	A. Read order of medication B. Obtain ordered medication C. Calculate dosage D. Wash hands E. Obtain exact dosage of medication F. Observe patient G. Discard disposables H. Record on patient's chart I. Accuracy	A. Following directions B. Functional reading skills C. Oral communication	A. Whole numbers B. Weights and measurements	A. Psychology B. Waste disposal	The student will be able to obtain and administer oral medication with skill during a performance test

UNIT: PRESCRIBING, PREPARING AND ADMINISTERING MEDICATION - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
III. Withdraw medication from ampule	A. Definition of ampule B. Equipment C. Procedure D. Maintaining sterility E. Replace guard on needle F. Place on medicine tray G. Discard disposables	A. Following directions B. Functional reading skills	A. Weights and measurements B. Whole numbers C. Decimals D. Fractions	Waste disposal	The student will be able to withdraw medication from ampule with moderate skill during a performance test
IV. Withdraw medication from a vial	A. Definition of vial B. Equipment C. Procedure D. Maintaining sterility E. Replace guard on needle F. Place on medicine tray G. Discard disposables	A. Following directions B. Functional reading skills	A. Weights and measurements B. Whole numbers C. Decimals D. Fractions	Waste disposal	The student will be able to withdraw medication from a vial with moderate skill during a performance test
V. Administer subcutaneous injection	A. Definition of subcutaneous injection B. Equipment C. Procedure D. Preparing the patient E. Check medication to medication in patient's file F. Administer medication G. Observe patient for reaction H. Record and initial on patient's chart	A. Functional reading skills B. Following directions C. Oral communication	A. Weights and measurements B. Whole numbers C. Decimals D. Fractions	A. Waste disposal B. Psychology	The student will be able to administer a subcutaneous injection with moderate skill during a performance test

UNIT: PRESCRIBING, PREPARING AND ADMINISTERING MEDICATION - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
VI. Administer an intradermal injection	A. Definition of intradermal injection B. Equipment C. Procedure D. Preparing the patient E. Check medication to medication in patient's file F. Administer medication G. Observe the patient for reaction H. Record and initial on patient's file	A. Functional reading skills B. Following directions C. Oral communications	A. Weights and measurements B. Whole numbers C. Decimals D. Fractions	A. Waste disposal B. Psychology	The student will be able to administer an intradermal injection with moderate skill during a performance test
VII. Administer an intramuscular injection	A. Definition of intramuscular injection B. Equipment C. Procedure D. Preparing the patient E. Check medication to medication in patient's file F. Administer medication G. Observe the patient for reaction H. Record and initial on patient's file	A. Functional reading skills B. Following directions C. Oral communications	A. Weights and measurements B. Whole numbers C. Decimals D. Fractions	A. Waste disposal B. Psychology	The student will be able to administer an intramuscular injection with moderate skill during a performance test

UNIT: MEDICAL EMERGENCIES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Universal emergency identification system B. Emergency tray set up C. Symptoms of various emergencies D. First aid for various emergencies E. Related terminology F. Emergency services	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary		A. Skeletal system B. Muscles C. System of body D. Diseases E. Psychology	A. The student will be able to explain the use of the universal emergency identification system on a written test B. The student will be able to name ten items necessary for an emergency set up in a medical office C. The student will be able to explain the classifications of burns and the first aid treatment for each on a written test D. The student will be able to write and define related terminology on a written test E. The student will be able to explain the symptoms of the following on a written test 1. Diabetic coma 2. Insulin shock 3. Convulsion 4. Dislocations 5. Fainting 6. Heart attack 7. Heat stroke 8. Heat exhaustion 9. Frost bite 10. Internal hemorrhage 11. Poison 12. Shock

UNIT: MEDICAL EMERGENCIES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
					13. Strain 14. Sprain 15. Stroke 16. Substance abuse F. The student will be able to explain the first aid treatment for the above symptoms on a written test G. The student will be able to describe the following on a written test 1. Laceration 2. Puncture wound 3. Abrasion
I. Give mouth to mouth resuscitation	A. Respiratory emergencies B. Seriousness of respiratory emergencies C. Mouth to mouth resuscitation D. Procedure 1. Adult 2. Child	A. Following directions B. Oral communication		A. System of body B. Skeletal system	A. The student will be able to give mouth to mouth resuscitation to an adult with 100% accuracy during a performance test by a certified instructor B. The student will be able to give mouth to mouth resuscitation to a child with 100% accuracy during a performance test by a certified instructor

UNIT: MEDICAL EMERGENCIES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
II. Give cardiopulmonary resuscitation	A. Respiratory emergencies B. Seriousness of respiratory emergencies C. CPR Procedure 1. Adult 2. Child	A. Following directions B. Oral communication		A. Skeletal system B. System of body	A. The student will be able to give CPR to an adult with 100% accuracy during a performance test by a certified instructor B. The student will be able to give CPR to a child with 100% accuracy during a performance test by a certified instructor
III. Remove an obstruction in airway	A. Respiratory emergency B. Seriousness of obstruction of airway C. Symptoms of obstruction of airway D. Procedure 1. Back blows 2. Abdominal thrust	A. Following directions B. Oral communication		A. System of body B. Skeletal system	The student will be able to remove an obstruction from an airway with 100% accuracy during a performance test by a certified instructor

UNIT: FIRST AID CARE OF ACCIDENTS AND INJURIES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Types of wounds B. Cleansing the wound C. Suture set up D. Application of dressing E. Bandaging techniques F. Slings	A. Functional reading skills B. Outlining C. Note taking D. Oral communication		A. Psychology B. Diseases C. System of body D. Skeletal system	A. The student will be able to name three types of wounds on a written test B. The student will be able to explain how bacteria are controlled on a written test C. The student will be able to name four bandaging techniques on a written test D. The student will be able to explain the purpose of a sling on a written test E. The student will be able to name the equipment needed for a suture set up on a written test
I. Clean wound area	A. Purpose of cleaning a wound B. Equipment C. Wash hands D. Explain to patient E. Procedure F. Clean work area	A. Following directions B. Oral communiation		A. Psychology B. Diseases C. Waste disposal	The student will be able to clean wound area with moderate skill during a performance test

UNIT: FIRST AID CARE OF ACCIDENTS AND INJURIES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
II. Apply bandage in recurrent turn to finger	A. Purpose B. Equipment C. Wash hands D. Explain to patient E. Procedure	A. Following directions B. Oral communication		A. Psychology B. Diseases	The student will be able to apply a bandage in recurrent turn to finger with moderate skill during a performance test
III. Apply figure eight bandage to hand and wrist	A. Purpose B. Equipment C. Wash hands D. Explain to patient E. Procedure	A. Following directions B. Oral communication		A. Psychology B. Diseases	The student will be able to apply a figure eight bandage to hand and wrist with moderate skill during a performance test
IV. Apply bandage to open or closed spiral	A. Purpose B. Equipment C. Wash hands D. Explain to patient E. Procedure	A. Following directions B. Oral communication		A. Psychology B. Diseases	The student will be able to apply a bandage in open or closed spiral with moderate skill during a performance test
V. Apply arm sling	A. Purpose B. Equipment C. Wash hands D. Explain to patient E. Procedure	A. Following directions B. Oral communication		A. Psychology B. Diseases	The student will be able to apply an arm sling with moderate skill during a performance test

UNIT: NUTRITION, EXERCISE AND WEIGHT CONTROL

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Define nutrition B. Basic food groups C. Vitamins, minerals D. Importance of weight control E. Range of motion exercises F. Flexibility exercises G. Related terminology	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary		A. Skeletal system B. Muscles C. System of body D. Psychology E. Nutrition	A. The student will be able to explain the importance of diet and exercise to health on a written test B. The student will be able to name the four basic food groups on a written test C. The student will be able to name the fat soluble vitamins on a written test D. The student will be able to name the water soluble vitamins on a written test E. The student will be able to name the essential minerals missing from most diets on a written test F. The student will be able to explain range of motion exercises on a written test G. The student will be able to explain the purpose of flexibility exercises on a written test

UNIT: USE OF HABIT FORMING SUBSTANCES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Major groups of drugs commonly abused B. Effects of commonly abused drugs C. Define alcoholic D. Related terminology E. Assistant's role F. Rehabilitation organizations	A. Functional reading skills B. Outlining C. Note taking		Chemical reactions	A. The student will be able to name the common drugs that are abused on a written test B. The student will be able to explain the effects of depressants on a written test C. The student will be able to explain the effects of hallucinogens on a written test D. The student will be able to explain the effects of narcotics on a written test E. The student will be able to explain the effects of stimulants on a written test F. The student will be able to describe the difference between an alcoholic and alcoholic dependent drinker on a written test G. The student will be able to explain the medical assistant's role in assisting the drug addict on a written test

UNIT: USE OF HABIT FORMING SUBSTANCES - CONTINUED

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
					H. The student will be able to list the organizations that assist in the rehabilitation of drug addicts on a written test I. The student will be able to write and define related terminology on a written test

UNIT: MANAGING STRESS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Good stress B. Bad stress C. Stress related illness D. Types A and B personalities E. Human developmental needs F. Related terminology G. Mental health resources	A. Outlining B. Note taking C. Functional reading skills D. Vocabulary		A. Diseases B. System of body	A. The student will be able to explain stress on a written test B. The student will be able to name the physical effects of stress on a written test C. The student will be able to explain good and bad stress on a written test D. The student will be able to explain type A and B personality on a written test E. The student will be able to name four basic human needs on a written test F. The student will be able to explain what can be done to eliminate unnecessary stress on a written test G. The student will be able to write and define related terminology on a written test

UNIT: VERBAL AND NONVERBAL MESSAGES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Patterns of communication B. Nonverbal communications C. Tone and speed of speech D. Misinterpretation of communication E. Perception skill F. Related terminology	A. Functional reading skills B. Outlining C. Note taking D. Oral communication E. Vocabulary		Psychology	A. The student will be able to explain the basic pattern of communication on a written test B. The student will be able to give two examples of nonverbal communication on a written test C. The student will be able to explain how verbal and nonverbal communication can be misinterpreted on a written test D. The student will be able to write and define related terminology on a written test E. The student will be able to explain the importance of appropriate dress in working with patients on a written test F. The student will be able to explain the importance of developing the skill of perception on a written test

UNIT: PATIENTS AND THEIR FAMILIES

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Rapport with patient B. Patient's privacy C. Patients' rights D. Stages that follow diagnosis of terminal illness E. Living will F. Hospice movement G. Related terminology H. Assistant's role	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary		A. Psychology B. Diseases	A. The student will be able to explain the importance of developing rapport with patients on a written test B. The student will be able to explain the patient's right to confidentiality on a written test C. The student will be able to explain the stages that follow diagnosis of terminal illness on a written test D. The student will be able to explain the purpose of a living will on a written test E. The student will be able to name the services hospice provides on a written test G. The student will be able to write and define related terminology

UNIT: OFFICE INTERPERSONAL RELATIONSHIPS

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Interpersonal relationships B. Positive methods for dealing with stress C. Staff meetings D. Employer evaluation of employee E. Related terminology	A. Functional reading skills B. Outlining C. Note taking D. Vocabulary		Psychology	A. The student will be able to explain the relationships that exist in a medical office on a written test B. The student will be able to name two positive methods for dealing with stress on a written test C. The student will be able to explain the purpose of staff meetings on a written test D. The student will be able to explain the purpose of employee evaluation on a written test E. The student will be able to write and define related terminology

UNIT: THE JOB SEARCH

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Accurate resume B. Cover letter C. Employment agencies D. Classified ads	A. Resume writing B. Spelling C. Writing skills			A. The student will be able to explain the purpose of a resume on a written test B. The student will be able to explain the purpose of a cover letter on a written test C. The student will be able to explain the format of a resume on a written test D. The student will be able to type a resume with 100% accuracy for a job opportunity E. The student will be able to type a cover letter with 100% accuracy for a job opportunity

UNIT: GETTING THE JOB

TOPIC:

TASK	THEORY	COMMUNICATION SKILLS	MATHEMATICS SKILLS	SCIENCE KNOWLEDGE	STUDENT OUTCOME
	A. Job applications B. Importance of appearance C. Purpose of interview D. Promptness E. Follow up letter	A. Job application skills B. Writing skills C. Spelling			A. The student will be able to complete a job application form with 100% accuracy B. The student will be able to type a follow up letter with 100% accuracy C. The student will be able to explain why appearance is important when interviewing for a job on a written test D. The student will be able to explain why it is important to be prompt and courteous for a job interview on a written test